

FORESTBROOK MIDDLE

4430 Gator Lane
Myrtle Beach, SC 29588

GRADES 6-8 Middle School

ENROLLMENT 1,002 Students

PRINCIPAL James Bradley 843-236-7300

SUPERINTENDENT Gerrita Postlewait 843-488-6700

BOARD CHAIR Will Garland 843-358-8002

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	19	23	3	0

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

YES

This school met 25 out of 25 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Below Average	N/A
2002	Good	Below Average	N/A
2003	Good	Unsatisfactory	No
2004	Good	Below Average	Yes

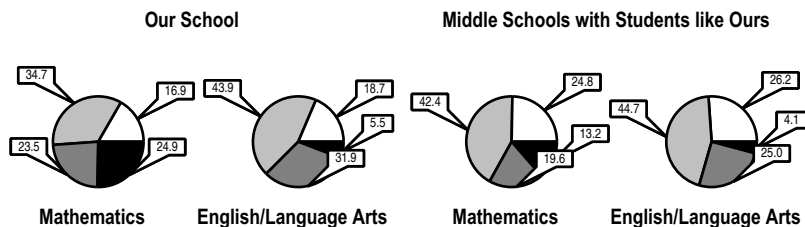
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

91.4%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	987	99.5	18.3	44.5	31.7	5.5	48.8	Yes	Yes
Gender									
Male	513	99.2	20.9	50.4	25.3	3.4	39.8		
Female	474	99.8	15.5	38.1	38.6	7.8	58.4		
Racial/Ethnic Group									
White	798	100.0	15.3	44.0	34.7	6.0	52.1	Yes	Yes
African-American	107	98.1	38.2	44.9	14.6	2.2	28.1	Yes	Yes
Asian/Pacific Islander	28	96.4	7.7	57.7	30.8	3.8	50.0	I/S	I/S
Hispanic	48	95.8	37.5	40.0	17.5	5.0	32.5	Yes	Yes
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	808	99.6	13.8	42.8	36.6	6.7	55.6		
Disabled	179	98.9	38.7	52.1	9.2	0.0	17.8	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	987	99.5	18.3	44.5	31.7	5.5	48.8		
English Proficiency									
Limited English Proficient	16	87.5	88.9	11.1	0.0	0.0	0.0	I/S	I/S
Non-Limited English Proficient	971	99.7	17.6	44.8	32.0	5.6	49.3		
Socio-Economic Status									
Subsidized meals	445	99.1	27.0	49.5	21.7	1.8	33.3	Yes	Yes
Full-pay meals	542	99.8	11.5	40.6	39.5	8.4	60.7		

Mathematics - State Performance Objective = 15.5%									
All Students	986	99.6	16.6	35.1	23.5	24.8	58.5	Yes	Yes
Gender									
Male	513	99.4	17.2	35.9	22.5	24.4	57.1		
Female	473	99.8	16.0	34.2	24.7	25.1	60.0		
Racial/Ethnic Group									
White	797	99.9	14.1	33.9	25.0	27.0	61.8	Yes	Yes
African American	107	98.1	33.7	46.1	12.4	7.9	31.5	Yes	Yes
Asian/Pacific Islander	28	96.4	3.8	38.5	26.9	30.8	76.9	I/S	I/S
Hispanic	48	100.0	29.3	34.1	19.5	17.1	46.3	Yes	Yes
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	807	99.8	10.7	33.5	26.1	29.6	66.8		
Disabled	179	98.9	43.6	42.3	11.7	2.5	20.9	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	986	99.6	16.6	35.1	23.5	24.8	58.5		
English Proficiency									
Limited English Proficient	16	100.0	50.0	50.0	0.0	0.0	20.0	I/S	I/S
Non-Limited English Proficient	970	99.6	16.2	34.9	23.8	25.0	59.0		
Socio-Economic Status									
Subsidized meals	445	99.6	27.0	42.6	17.9	12.6	41.6	Yes	Yes
Full-pay meals	541	99.6	8.6	29.3	27.9	34.2	71.7		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	342	99.4	17.7	46.3	30.3	5.8	36.1
	Grade 7	297	99.7	23.0	53.3	21.1	2.7	23.8
	Grade 8	290	99.3	22.3	46.1	27.0	4.7	31.6
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	344	100.0	22.7	38.8	31.5	7.0	38.5
	Grade 7	344	99.7	17.5	47.2	31.6	3.7	35.3
	Grade 8	300	99.7	16.4	49.1	29.3	5.2	34.5

Mathematics								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	342	100.0	7.1	31.2	31.9	29.8	61.7
	Grade 7	297	99.3	24.9	36.4	20.3	18.4	38.7
	Grade 8	290	100.0	15.2	45.9	24.5	14.4	38.9
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	344	100.0	13.6	29.7	23.9	32.7	56.7
	Grade 7	344	99.7	18.7	36.2	20.2	24.8	45.1
	Grade 8	300	99.7	22.0	40.8	23.7	13.6	37.3

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 1,002)				
Students enrolled in high school credit courses (grades 7 & 8)	45.3%	Up from 44.6%	14.9%	14.6%
Retention rate	1.7%	Down from 1.8%	2.3%	3.0%
Attendance rate	95.6%	Up from 94.9%	96.0%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	3.8%		5.1%	5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	3.8%		5.1%	5.3%
Eligible for gifted and talented	24.4%	Up from 21.1%	19.7%	14.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	17.5%	Down from 17.9%	14.8%	13.9%
Older than usual for grade	1.9%	Down from 2.1%	3.2%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	5.3%	Down from 10.0%	1.2%	0.9%
Annual dropout rate	0.0%	Down from 0.2%	0.0%	0.0%
Teachers (n= 60)				
Teachers with advanced degrees	48.3%	Up from 47.3%	48.3%	48.7%
Continuing contract teachers	95.0%	Up from 89.1%	86.2%	81.7%
Highly qualified teachers**	90.2%	N/A	91.3%	90.4%
Teachers with emergency or provisional certificates	3.6%		3.8%	5.3%
Teachers returning from previous year	91.0%	Down from 91.6%	87.6%	85.1%
Teacher attendance rate	95.3%	Up from 94.9%	94.8%	94.8%
Average teacher salary	\$41,237	Up 0.1%	\$41,063	\$40,566
Prof. development days/teacher	11.0 days	Down from 11.1 days	10.7 days	11.0 days
School				
Principal's years at school	5.0	Up from 4.0	4.0	3.3
Student-teacher ratio in core subjects	21.2 to 1	Up from 20.0 to 1	23.0 to 1	21.3 to 1
Prime instructional time	89.7%	Up from 89.0%	89.7%	89.3%
Dollars spent per pupil*	\$5,439	Down 7.5%	\$5,692	\$5,821
Percent of expenditures for teacher salaries*	62.7%	Down from 62.9%	62.7%	61.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	95.0%	Down from 99.3%	95.5%	95.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools**	87.9%		92.0%	
Highly qualified teachers in high poverty schools**	92.8%		91.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school**	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Forestbrook Middle School has shown considerable improvement in academics in all grade levels and in the performing arts. We have made progress on our Strategic Plan in the area of "increasing student learning." Our efforts were focused on the subgroups that fell short of the goals set forth in the Adequate Yearly Progress Report. Our school is in the first year of a new diagnostic test program, Measures of Academic Progress (MAP). This test is designed to offer specific analysis of each student's growth and will help us in planning for improvement. We have also begun a process of curriculum calibration to ensure that we are working on grade level and within the state standards for each subject. Our administration has received curriculum coaching during the year along with test data analysis from NWEA in order to help us focus on areas in need of improvement. Teachers have learned to use the new diagnostic assessments and have applied this knowledge by regrouping and teaching students based on RIT bands in an effort to enhance the learning of all students.

FMS had another teacher to receive National Board Certification while three teachers were named to Who's Who in Education. We had students chosen to participate in the summer Dance Program at The Governor's School for the Arts and Humanities, the Governor's School for Engineering Program, and The Art Institute at CCU. Other student academic achievements include:

- 33 Junior Scholars
- 16 Duke TIP Scholars
- 98 SAT/PSAT Qualified students
- 1st Place in State, Reader's Digest Word Contest
- 3rd Place, Mock Trial Competition
- 11th Place, State Math Counts (Team)
- 10th Place, State Math Counts (Individual)

Student Performing Arts achievements include:

- 12 Students, All-County Chorus
- 7 Students, All-County Orchestra
- 41 Students, All-County Band
- 16 Students, All-Region Band
- 39 Students, All-District Band
- 12 Students, Qualified for All-State Band Tryouts
- 2 Students, All-State Band
- FMS Band performed at the SC Middle School Conference

Our faculty, PTO, School Improvement Council, and administration have worked diligently to provide our students with everything they need to be successful in school and in life. Our goal remains to make Forestbrook Middle School a place where students learn, grow, and succeed.

James Bradley, Principal

Hugh Brown, School Improvement Council Chairperson 2003-04

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	53	255	145
Percent satisfied with learning environment	94.0%	63.1%	73.8%
Percent satisfied with social and physical environment	95.9%	69.4%	72.3%
Percent satisfied with home-school relations	89.8%	79.2%	58.2%

*Only students at the highest middle school grade level at this school and their parents were included.